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ABSTRACT

This directory provides brief, current information about 50 goal-based education programs of many types, sizes, and scopes throughout the United States. These programs make use of such concepts as minimum competency testing, mastery learning techniques, and continuous progress curricula, among many others. The directory is organized into five sections according to the grade level of students served: elementary programs, middle or junior high programs, high school programs, programs serving students at all elementary and secondary levels, and adult education programs. Each program is given a one-page entry describing the program, its setting, and some of its notable aspects. Contact persons who can provide further information or assistance are listed, along with the types of information or assistance they can make available. Seven indexes aid directory users by listing the programs numerically, alphabetically, by state of location, by the scope of the area they serve (for example, "statewide level" or "school building level"), by the size of the population served, by curricular subject areas involved, and by types of program highlights. An eighth index lists contact persons alphabetically. (PGD)

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A DIRECTORY of Goal Based Approaches to Education

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Prepared by

Goal Based Education Program
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Goal Based Education Program

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GBE Program Director: Dr. Robert E. Blum
NIE Project Monitor: Dr. Richard Otte

November, 1981

FOREWORD

The Goal Based Education Program of the Northwest Regional Educational Laboratory seeks to facilitate the understanding and implementation of goal based approaches to education (GBE). To this end, we are developing an information-sharing network among persons interested in exploring or now working with GBE. This directory is our first major step in that network.

Goal-based approaches to education take many forms. The range is wide, including such approaches as minimum competency testing, mastery learning techniques, continuous progress curricula and many others. Programs in GBE also vary in terms of scope of service area (statewide, district-wide or individual classroom) and in size of student populations served. While they are diverse, however, GBE programs all reflect a commitment to improving educational opportunities for students through the management of instruction toward pre-determined goals for student achievement.

The Directory of Goal Based Approaches to Education is designed to provide brief, current information about GBE programs throughout the country and includes listings for programs of many types, sizes and scopes. Information was collected through a questionnaire circulated to state departments of education, district administrators, school administrators, teachers and others.

Many persons contributed to the development of the directory. Jocelyn A. Butler coordinated the project and researched and wrote the majority of the directory. Carol J. Davis prepared the manuscript, Susan Gustavson and Susan Applegate completed graphics production, Connie Irani provided writing assistance, and Ronald M. Smith aided in the data collection process.

We wish to thank the many persons who reviewed the directory development plan and those who reviewed drafts of data collection instruments. Their suggestions were important to the final directory design. We also wish to thank the many persons who returned completed questionnaires and provided us with the material listed in individual entries.

The directory can be useful to persons now using goal based approaches to education who are seeking information about other programs, assistance in problem-solving or ways to expand their programs. Those persons beginning to explore ways to implement GBE can use the directory to identify and contact programs meeting needs similar to their own. As noted on individual entries, participants in the directory have indicated the types of assistance they can provide to others, and all are willing to be contacted for this assistance.

We know you share our concerns about education, and we hope that you find this directory useful.

Robert E. Blum

Dr. Robert E. Blum, Director
Goal Based Education Program

Robert R. Rath

Dr. Robert R. Rath, Executive Director
Northwest Regional Educational Laboratory

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SECTION 4: K-12 PROGRAMS	BROWN
SECTION 5: ADULT EDUCATION PROGRAMS	SALMON

INTRODUCTION

Organization

This directory is organized into five sections according to the grade levels of students served by individual programs using goal based approaches to education. Each section has been printed on a different color of paper for quick reference. All programs serving elementary school populations only, for example, are included in SECTION I: ELEMENTARY SCHOOL PROGRAMS and are printed on IVORY paper. The sections are as follow:

SECTION 1:	ELEMENTARY SCHOOL PROGRAMS (Grades kindergarten through 8 or a portion thereof)	IVORY
SECTION 2:	MIDDLE SCHOOL/JUNIOR HIGH SCHOOL PROGRAMS (Grades 6 or 7 through 8 or 9)	YELLOW
SECTION 3:	HIGH SCHOOL PROGRAMS (Grades 8 or 9 through 12)	GOLD
SECTION 4:	KINDERGARTEN THROUGH HIGH SCHOOL PROGRAMS (Grades K or pre-K through 12, inclusive)	BROWN
SECTION 5:	ADULT EDUCATION PROGRAMS (Includes teacher-training programs)	SALMON

There is a single, one-page entry for each program included in this directory. Entries are numbered within each section with numbers assigned primarily in order of the receipt of program information.

This directory is designed to accommodate addition of information on other programs in goal based education. It is expected that additional entries and updated indices will be circulated as additional information is available.

Individual Entries

Each entry is comprised of several elements. The person listed as Contact for Information in most cases provided information for the directory and in all cases is the person who is to be consulted about the program. The Program Highlights are the most notable elements of the program and were selected by the program contact person. Respondents were asked to limit their selection to seven main program highlights from among a list provided by the GBE Program. The Situation describes the program setting: nature of the organization, geographical location, duration of the program and other pertinent background information. The Description tells why the program started, describes the three most important elements of the program, give brief effectiveness information if available and notes what new efforts are under way. Finally, Assistance describes information and services that will be provided by the program contact person or others on request.

Supplemental Information

A series of eight indices has been included. The indices have been designed to aid directory users in locating information on particular programs as follow:

INDEX I--Programs Listed Numerically: This index is a complete listing in numerical order of all programs contained in the directory.

INDEX II--Programs Listed Alphabetically: This index lists program titles of all directory entries in alphabetical order and can be used to quickly locate information about a program known by name.

INDEX III--Programs Listed by State of Location: This index lists entries by number in numerical order according to geographical location. With this index, a person interested in goal based approaches to education can quickly identify programs located within the same state or in neighboring states.

INDEX IV--Programs Listed by Scope of Area Served: This index lists entries by number in numerical order according to the breadth of program service area. A person seeking information on programs of a particular scope can use this index to identify programs listed at the "statewide level," "school district level (some schools, all schools)" and the "school building level (all courses, some courses, all classrooms, some classrooms)."

INDEX V--Programs Listed by Size of Population Served: This index lists entries by number in numerical order according to the size of student population served. Entries at all levels of programs of a similar size can be easily identified in the following size ranges: "fewer than 200 students," "201-500 students," "501-1,000 students," "1,001-5,000 students" and "more than 5,000 students."

INDEX VI--Programs Listed by Subject Area: This index lists entries by number in numerical order according to curriculum subject areas included in the program. Programs are listed in the following subject areas: "art," "foreign language," "health," "home economics," "industrial arts," "language arts," "mathematics," "music," "physical education," "reading," "science," "social studies," "all subjects" and "other subjects."

INDEX VII--Programs Listed by Highlights: This index lists entries by number in numerical order according to program highlights selected as important by program contact persons. All entries are included, and numbers are listed in columns corresponding to the 42 highlights which appear on each entry. Entries are listed as many as seven times.

INDEX VIII--Program Contact Persons Listed Alphabetically: This index lists contact persons for all entries alphabetically by last name.

Examples

The following are examples of ways in which this directory can be used.

A. Question: Find high school goal based approaches to education in operation in English in the state of New York.

Step 1: Use INDEX III/State. Find New York state listings, note all "3." sequence numbers.

Step 2: Turn to INDEX VI/Subject. Select "3." sequence numbers from the first list which appear under "English."

Step 3: Refer to entries for specific program information.

B. Question: Find programs using mastery learning in grades K-8.

Step 1: Use INDEX VII/Highlights. Note entries in "1." number sequence listed under "Mastery Learning" highlight.

Step 2: Refer to entries for specific program information.

C. Question: Find district level programs using criterion-referenced testing in grades K-12.

Step 1: Use INDEX IV/Scope. Note entries in "4." sequence listed under "District/All Schools" and "District/Some Schools."

Step 2: Turn to INDEX VII/Highlights. Note entries from the first list which appear under "Criterion-Referenced Tests."

Step 3: Refer to entries for specific program information.

INDICES

INDEX I Programs Listed Numerically

ENTRY NUMBER	PROGRAM TITLE
1.01	Community School District #19
1.02	Alhambra School District #68
1.03	Center for Social Organization of Schools
1.04	Westside Community School District #66
1.05	Dansville Central School District
1.06	Knox County Schools
1.07	Project CONQUEST
1.08	Monroe County Community School Corporation
2.01	Project WRITE
2.02	Steuben Middle School
2.03	Dent Middle School
3.01	Hood River Valley High School
3.02	Great Oaks Joint Vocational School District
3.03	Lugoff-Elgin High School
3.04	916 Area Vo-Tech Institute
3.05	Glynn County School System
3.06	Utah State Office of Eduction
3.07	Westside High School
4.01	Hawaii District Schools
4.02	Hicksville Public Schools
4.03	PROJECT BASIC
4.04	Indiana State University/Evaluation Assistance Center
4.05	Capital School District
4.06	Vermont State Department of Education
4.07	Quincy Public Schools
4.08	Delaware State Department of Public Instruction
4.09	Gary Community Schools
4.10	Metropolitan School District of Martinsville
4.11	Newport News Public Schools
4.12	South Carolina Department of Education
4.13	Massachusetts State Department of Education
4.14	Plymouth-Canton Community School District
4.15	District of Columbia Public Schools
4.16	Lockland City Schools
4.17	School District of Philadelphia
4.18	Arkansas State Department of Education
4.19	Columbus Public Schools
4.20	Adams County School District #12
4.21	Northwest Allen County School Corporation
4.22	South Bend School Corporation
4.23	Washington School District
4.24	Glenwood City Middle/Senior High School
4.25	Lakewood Public Schools
4.26	Mississippi State Department of Education
4.27	Hopkins Public Schools
5.01	University of Rhode Island/Adult Education M.A. Program
5.02	University of Texas at Austin/Adult Performance Level Project
5.03	Washington State/Office of Supt. of Public Instruction
5.04	Clearinghouse on Adult Education/U.S. Department of Education
5.05	Francis Marion College

INDEX II Programs Listed Alphabetically

ENTRY NUMBER	PROGRAM TITLE
4.20	Adams County School District #12
1.02	Alhambra School District #68
4.18	Arkansas State Department of Education
4.05	Capital School District
1.03	Center for Social Organization of Schools
5.04	Clearinghouse on Adult Education/U.S. Department of Education
4.19	Columbus Public Schools
1.01	Community School District #19
1.05	Dansville Central School District
4.08	Delaware State Department of Public Instruction
2.03	Dent Middle School
4.15	District of Columbia Public Schools
5.05	Francis Marion College
4.09	Gary Community Schools
4.24	Glenwood City Middle/Senior High School
3.05	Glynn County School System
3.02	Great Oaks Joint Vocational School District
4.01	Hawaii District Schools
4.02	Hicksville Public Schools
3.01	Hood River Valley High School
4.27	Hopkins Public Schools
4.04	Indiana State University/Evaluation Assistance Center
1.06	Knox County Schools
4.25	Lakewood Public Schools
4.16	Lockland City Schools
3.03	Lugoff-Elgin High School
4.13	Massachusetts State Department of Education
4.10	Metropolitan School District of Martinsville
4.26	Mississippi State Department of Education
1.08	Monroe County Community School Corporation
4.11	Newport News Public Schools
4.21	Northwest Allen County School Corporation
4.14	Plymouth-Canton Community School District
4.03	PROJECT BASIC
1.07	Project CONQUEST
2.01	Project WRITE
4.07	Quincy Public Schools
4.17	School District of Philadelphia
4.22	South Bend School Corporation
4.12	South Carolina Department of Education
2.02	Steuben Middle School
5.01	University of Rhode Island/Adult Education M.A. Program
5.02	University of Texas/Adult Performance Level Project
3.06	Utah State Office of Eduction
4.06	Vermont State Department of Education
4.23	Washington School District
5.03	Washington State/Office of Supt. of Public Instruction
1.04	Westside Community School District #66
3.07	Westside High School
3.04	916 Area Vo-Tech Institute

INDEX III Programs Listed by State of Location

STATE	ENTRY NUMBERS
ARIZONA	4.18, 1.02
COLORADO	4.20
DEI AWARE	4.05, 4.08
DISTRICT OF COLUMBIA	4.15, 5.04
CEORGIA	3.05
HAWAII	4.01
ILLINOIS	1.07
INDIANA	1.08, 4.04, 4.09, 4.10, 4.21, 4.22
MARYLAND	1.03, 4.03
MASSACHUSETTS	4.07, 4.13
MICHIGAN	4.14
MINNESOTA	3.04, 4.27
MISSISSIPPI	4.26
NEBRASKA	1.04, 3.07
NEW YORK	1.01, 1.05, 4.02
OHIO	1.06, 3.02, 4.16, 4.19, 4.25
OREGON	3.01
PENNSYLVANIA	4.17, 4.23
RHODE ISLAND	5.01
SOUTH CAROLINA	2.03, 3.03, 4.12, 5.5
TEXAS	5.2
UTAH	3.06
VERMONT	4.06
VIRGINIA	4.11
WASHINGTON	2.01, 5.03
WISCONSIN	2.02, 4.24

INDEX IV Programs Listed by Scope of Area Served

STATE-WIDE LEVEL	SCHOOL DISTRICT		SCHOOL BUILDING LEVEL			
	All Schools	Some Schools	All Courses	Some Courses	All Classrooms	Some Classrooms
3.06	1.01	3.05	2.03	2.02	1.06	1.03
4.01	1.02	4.17	3.01	3.03		2.01
4.03	1.04	4.19				4.21
4.06	1.05					
4.08	1.07					
4.12	1.08					
4.13	3.02					
4.26	3.04					
5.03	3.07					
	4.02					
	4.04					
	4.05					
	4.07					
	4.09					
	4.10					
	4.11					
	4.14					
	4.15					
	4.16					
	4.18					
	4.20					
	4.22					
	4.23					
	4.24					
	4.25					
	4.27					

INDEX V Programs Listed by Size of Population Served

FEWER THAN 200	201-500	501-1,000	1,001-5,000	MORE THAN 5,000
5.01	1.05	1.03	1.04	1.01
	1.06	2.02	1.07	1.02
	2.01	3.01	2.03	1.08
	4.21	3.03	3.02	3.06
		4.16	3.04	4.02
		4.24	3.05	4.03
			3.07	4.04
			4.18	4.05
			4.23	4.06
				4.07
				4.08
				4.09
				4.10
				4.11
				4.12
				4.13
				4.14
				4.15
				4.17
				4.19
				4.20
				4.22
				4.25
				4.26
				4.27

INDEX VI Programs Listed by Subject Area

SUBJECT AREAS	ENTRY NUMBERS
All Subjects	3.01, 3.02, 3.05, 4.01, 4.04, 4.05, 4.07, 4.08, 4.14, 4.15, 4.17, 4.18, 4.20, 4.23, 4.24, 4.26
Art	1.08, 4.03
Foreign Language	No entries
Health	1.08
Home Economics	No entries
Industrial Arts	No entries
Language Arts	1.01, 1.04, 1.08, 2.01, 2.03, 3.03, 3.06, 3.07, 4.02, 4.03, 4.06, 4.09, 4.10, 4.11, 4.12, 4.13, 4.16, 4.22, 4.25, 4.27
Mathematics	1.02, 1.03, 1.04, 1.05, 1.06, 1.08, 2.02, 2.03, 3.03, 3.06, 3.07, 4.02, 4.03, 4.06, 4.09, 4.10, 4.11, 4.12, 4.13, 4.19, 4.21, 4.22, 4.25, 4.27
Music	1.08
Physical Education	1.08, 4.03, 4.22
Reading	1.01, 1.02, 1.04, 1.05, 1.07, 1.08, 2.02, 3.06, 3.07, 4.02, 4.03, 4.06, 4.09, 4.10, 4.11, 4.12, 4.13, 4.16, 4.21, 4.22
Science	1.05, 1.08, 2.03, 4.10, 4.11, 4.22, 4.27
Social Studies	1.08, 2.03, 3.03, 4.03, 4.10, 4.11, 4.27
Other Subjects	1.08, 3.03, 3.04, 4.03, 4.10, 4.27

INDEX VII Programs Listed by Highlights

Goals, Objectives, Competencies						Instruction										Assessment				
Subject area (program) goals	Course goals	Unit objectives	Grade level competencies	Graduation competencies	Competencies with life role focus	Modularized curriculum	Interdisciplinary curriculum	Experiential learning	Individualized learning plans	Teacher advisors	Mastery learning	Continuous progress	Remediation procedures	Parent participation	Computer support	Criterion referenced tests	Applied performance tests	Norm referenced tests	Minimum competency testing	Demonstrated competence required
1.01	2.01	1.03	1.08	1.02	3.05	2.01	4.03	5.01	1.03	3.01	1.01	1.02	1.05	1.07	2.02	1.01	2.01	1.01	2.03	1.02
1.05	3.05	1.05	2.02	1.04	3.06	3.01		5.02	1.04	3.05	1.02	1.03	1.06	3.06	3.01	1.02	4.23	1.02	3.05	1.05
1.06	4.11	2.01	2.03	3.03	4.13	3.02			1.05	3.06	1.03	1.04	2.01	4.13	4.07	1.04	5.03	1.05	3.06	1.06
1.08	4.14	2.03	4.01	3.05	4.23	3.07			1.07	3.07	1.04	3.01	3.03	4.18		1.05		1.07	3.07	3.02
4.03	4.15	3.01	4.03	3.06	5.01				2.02		1.06	3.04	3.06			1.06		1.08	4.07	3.06
4.07	4.24	3.02	4.04	3.07	5.02				3.01		2.01	4.02	3.07			1.08		2.02	4.08	4.04
4.08	4.25	4.04	4.05	4.01	5.04				3.04		2.03	4.09	4.03			2.01		4.02	4.09	4.05
4.09	4.27	4.05	4.10	4.06					4.07		3.02	4.10	4.08			3.03		4.04	4.12	4.06
4.12		4.07	4.12	4.08					4.13		3.03	4.24	4.09			4.01		4.11	4.13	4.08
4.13		4.10	4.16	4.09					4.15		3.04	4.26	4.10			4.02		4.14	4.22	4.15
4.14		4.16	4.22	4.11					5.02		4.02	5.02	4.12			4.03		4.15	4.25	5.02
4.18		4.17	4.23	4.22					5.03		4.05		4.16			4.04		4.18	5.05	5.03
4.19		4.20	4.25	4.23							4.08		4.19			4.09				5.05
4.21		4.24		5.01							4.10		4.22			1.10				
4.24		4.25		5.02							4.11		4.25			4.11				
5.05		4.26		5.03							4.14		5.04			4.12				
		4.27									4.16					4.14				
		5.03									4.17					4.15				
											4.18					4.16				
											4.19					4.17				
											4.20					4.18				
											4.21					4.19				
											4.26					4.20				
											5.05					4.21				
																4.22				
																4.23				
																4.26				
																4.27				
																5.01				
																5.05				

INDEX VII, continued

Assessment						Management									Community Involvement				
Assessment center	Credit by examination	Objective/competency referenced records	Student reports based on objectives or competencies	Grading system other than A-F	Computer support	Goal based planning	Participatory management	Management by objectives	Accountability	Management information system	Computer support	Data based program evaluation	Regular program revision	Regular reporting of program performance	Setting goals, objectives, competencies	Program review	Learning sites for students	Certifying students competent	Joint enrollment secondary/post secondary
4.01	none	1.06 2.03 3.03 4.02 4.06 5.03	1.02 1.06 3.04 4.09 4.19 4.20 4.22 5.03 5.05	1.08 5.02	2.03 4.27	1.01 1.07 4.02 4.08 4.10 4.11 4.13 4.16 4.17 4.18 4.20 4.25	1.01 1.04 2.02 3.01 3.02 3.04 3.05 3.07 4.01 4.07 4.14 4.18 4.23 4.26	1.01 1.07 1.08 3.04 4.02 4.05 4.07 4.14 4.15 4.20	1.07 4.22 5.04	4.26 4.27 5.04	4.19	1.03 2.02 4.17 5.01	3.02 3.03 3.04 4.05 4.06 4.26 4.27 5.05	2.02 4.03 4.06 4.08 4.27	1.04 1.08 3.03 3.05 3.07 4.03 4.12 4.13 4.15 4.16 4.20 5.01	3.02 4.11 4.25	4.23 5.01	4.05	none

INDEX VIII Program Contact Persons Listed Alphabetically

CONTACT PERSON	ENTRY NUMBER
Arricale, Frank	1.01
Bailey, Dr. George W.	4.20
Bazzle, Dr. Bob	3.05
Beeler, Al	4.24
Boulmetis, John	5.01
Bowe, Charles S.	3.01
Bressler, Stacey	4.13
Brewer, Dr. Ralph	4.26
Brown, Joan W.	4.15
Cady, Lillian	5.03
Christensen, Dr. Harold	4.05
Collision, Sidney	4.08
Conner, Kathy	4.17
Cox, Dr. William N.	4.11
Creedon, Dr. Lawrence P.	4.07
Curtis, Robert	4.22
Davis, Dr. Joseph L.	4.19
Dust, Tracy	4.10
Ebeling, David G.	1.08
Gunn, Deborah	5.04
Haddock, Dr. Thomas T.	1.02
Hanna, Dr. James W.	4.23
Hawkins, Bruce	1.06
Hawkins, Dr. Wilber	4.02
Higgins, James E.	4.04
Hoben, Dr. John M.	4.14
Jones, Dr. Ernest	4.09
Kalish, Dr. Daniel	4.25
Knight, Tanis	2.01
Lee, Dr. Jeff	5.05
Lengel, James G.	4.06
Lindsay, Ken	3.06
Luebke, Donald	2.02
Merkle, Eugene	4.21
Migal, C. A.	3.02
Mizuba, Kioto	4.01
Murphy, Sara	4.18
Petre, Dr. Richard M.	4.03
Rochester, Margot	3.03
Roth, Virginia	1.04
Sandifer, Paul	4.12
Schlegel, Chris A.	3.04
Schmidt, Dr. Gene L.	1.05
Sension, Donald B.	4.27
Shelton, Elaine	5.02
Slavin, Robert	1.03
Spann, Bettye	1.07
Stamm, Gary W.	4.16
Strasler, Gregg M.	2.03
Tangdall, Dr. J. A.	3.07

SECTION 1.
Elementary School Programs

contact for information

Frank Arricale
Superintendent
Community School District 19
2057 Linden Boulevard
Brooklyn, NY 11207
212/257-6900

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
●	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Community School District #19 1.1

situation

Inner-city district, Brooklyn, New York; 20,000 students, 60% Black, 35% Hispanic, grades K-8 in 27 schools; Chicago Mastery Learning Reading Program in operation for all students for two years.

description

The Community Schools District #19 implemented the Chicago Mastery Learning Program (CMLRP) to raise the quality of instruction throughout the district, to standardize the curriculum and to raise expectancy levels and renew morale of teachers.

The program increases student "time-on-task" through greater engagement made possible through "on-target" teaching. Teachers provide instruction according to a sequence of learning objectives for all grade levels. Each student works to achieve mastery of those skills.

Skill levels for all grades are mandated in a continuous progress curriculum. As students move through the curriculum, they must master each skill level before moving to the next.

Teacher preparation time is reduced through the use of the commercially-prepared curriculum materials of the CMLRP.

The district has in the past year concentrated on increasing student time-on-task, on developing management by objectives to complement the CMLRP, and on administrative monitoring.

assistance

Consultations with supervisors on participatory management in using mastery learning.

contact for information

Dr. Thomas T. Haddock
Superintendent
Alhambra School District #68
3001 W. Hazelwood
Phoenix, AZ 85017
602/257-4804

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Alhambra School District #68

1.2

situation

Urban district in Phoenix, Arizona, now changing to inner-city area; district-wide competency-based continuous progress program in reading and math involves 6,200 students, all teachers, grades K-8; in operation since 1976.

description

The Alhambra School District #68 implemented a competency-based continuous progress education program in reading and math for grades K-8 to meet the instructional needs of students. The program was implemented in 1976, following several years of development.

The continuous progress curriculum reflects sequenced grade level objectives written by teachers and administrators. Students attend 50-minute lab sessions in each of the two target subject areas each day. Using individualized programs of materials selected by the teacher, students are self-directed in these sessions and progress toward objectives at their own rates. Remediation groups with close teacher supervision are available for students who indicate need.

Teachers use a computerized recordkeeping system to monitor each student's progress toward program objectives. Parents receive printouts of student progress records instead of report cards. Records are also used for grouping students for instruction. Students are monitored as they progress toward competency levels for each grade established by the district, and must meet the district's own 8th grade competency requirements to graduate from elementary school.

Teacher commitment is high. Teachers working with students in the labs are extremely dedicated to the individualized continuous progress concept.

Most recently, the district has worked to develop practice exercises in reading and tests in math. Work is also progressing on a language arts component for the program.

assistance

Visitations welcome.

Team Assisted Individualization—Mathematics

contact for information

Robert Slavin, Res. Scientist
Center for Soc. Org. of Schools
Johns Hopkins University
3505 N. Charles Street
Baltimore, MD 21218
301/338-8249

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
●	Data based program evaluation
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	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

situation

A three-year project to develop methods for classes containing mainstreaming low-performance students involved approximately 900 low performance and normal progress students in 22 classrooms in four schools in two Maryland counties; grades 3-6.

description

The "Team-Assisted Individualization--Mathematics" program, funded by the Bureau of Education for the Handicapped, was initiated to develop a method for mainstreaming low performance students while meeting the needs of normal progress students.

Teachers assign student teams of 4-5 members, based on a ranked list. Each team includes one student from each of the top and bottom quarters of the list and two students from the middle of the list. Each team member works through his/her own packet of materials at his/her own rate. Teammates help each other, check answers and provide help and encouragement. Teams work toward a team score based on the number of units completed and final test scores of all team members.

Students use individualized programmed materials, sequenced for skill development. Packets include instructions, skill sheets for development of skills and "checkouts" or preliminary tests that must be passed before taking the final test for the unit. Final test scores are added to the overall team score.

Student management of the individualized program frees the teacher to handle mathematics problems and to directly instruct small groups and individuals while the majority of the class works through packets. Teammates check all answers against answer sheets, student monitors check final tests and hand out materials, and students route themselves through the packets. Every third week, teachers stop the individualized program for group instruction.

Two studies with randomly assigned experimental and control groups showed significantly higher achievement on the Comprehensive Test of Basic Skills for the team-assisted individualization groups, which gained about twice as many grade equivalents as control groups.

assistance

Complete sets of materials, instruction packets, etc., for grades 3-7 can be purchased for $280. These are handwritten copies as used in the research, cover skills from basic addition through high school algebra, and are reusable.

Westside Community School District #66

contact for information

Virginia Roth, Director
Staff Development
Westside Community S. D. #66
909 S. 76th Street
Omaha, NB 68114
402/391-0646 (ext. 21)

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
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	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
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	Objective/competency referenced records
	Student reports based on objectives or competencies
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Management	
	Goal based planning
	Participatory management
	Management by objectives
●	Accountability
	Management information system
	Computer support
	Data based program evaluation
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Community Involvement	
	Setting goals, objectives, competencies
●	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

situation

Program of individualized instruction in Basic Skills areas of math, reading and language arts; districtwide, including all teachers and all 2,650 students, grades K-6 in 12 schools in a primarily urban district; begun in 1973.

description

The Westside Community School District #66 Basic Skills program in math, reading and language arts was developed following the School Board's adoption of a mission statement committing the district to individualized instruction.

Instruction is individualized for students, based on diagnosis of levels of achievement. Each student is then given a learning prescription of instruction necessary to reach minimum competency levels in the three target areas. Overall goals for education and specific learning objectives have been developed for each grade level in each area.

Students progress at their own rate as competencies are mastered, moving on to the next level of difficulty and through the curriculum. Evaluation takes place according to the time needs of individual students to master competencies.

Overall student performance is regularly reported to parents in three or more personal conferences scheduled each year.

Current efforts include the refinement of the district's criterion-referenced testing program. The program's success is indicated by the fact that average student scores are well above national norms in all standardized tests in the three target areas.

assistance

Guides and/or consultation in dealing with the three target areas are available.

contact for information

Dr. Gene L. Schmidt
Superintendent
Dansville Central School Dist.
Dansville, NY 14437
716/335-3141

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
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	Modularized curriculum
	Interdisciplinary curriculum
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	Computer support
	Data based program evaluation
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	Joint enrollment secondary/post secondary

Dansville Central School District

1.5

situation

Program of individualized instruction for 200+ gifted and talented, handicapped and Title I students, grades K-6; operational for three years in two school buildings, K-2 and 3-6, with total population approximately 1,000 students.

description

The Dansville Central School District initiated individualized education in response to the New York state law mandating instructional opportunities for handicapped students. The district developed programs for gifted and talented and Title I students because individualized instruction also suited these special student populations.

Individualized education programs are developed for each student, tailored to student needs by teachers. Parent advisory committees, one for each special population served, work with teachers in developing the individual programs of learning. Students work to meet personalized learning goals.

Pre- and post-testing determines mastery of skills. Placement in programs is determined by teacher and parent assessment and through standardized tests. Students are placed in the gifted and talented program based on faculty recommendations and scores on the Metropolitan Achievement Test; Title I students are identified for individualized instruction through competency tests developed by the state and administered in the third and sixth grades.

Recent efforts have concentrated on the development of individualized education programs for gifted students.

contact for information

Bruce Hawkins, Admin. Asst.
Knox County Schools
106 E. High Street
Mount Vernon, OH 43050
614/397-2727

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
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Knox County Schools

situation

A mastery learning math program in one elementary school in a rural Ohio district; all teachers and 481 students, grades K-6; in operation 3 years.

description

The Knox County Schools adopted a mastery learning program in mathematics to improve the quality of math instruction. Centerburg Elementary in Centerburg, Ohio, became one of three pilot schools in the state to adopt a model program developed by the Lorain, Ohio, City School District through a grant from the Ohio Department of Education with ESEA Title III and IV-C funds.

A group-based mastery-learning approach is used, based on the concepts of Bloom, Anderson and Block. Each grade level curriculum is divided into a series of units, each unit containing related mathematics objectives. As teachers feel that approximately 90 percent of students have mastered unit objectives, they administer end-of-unit tests and begin the next unit, giving specialized instruction to students who indicate weakness on the previous unit while teaching the entire class the new material.

Teachers follow a series of sequenced objectives, moving from one unit to another through the year as students master each unit. Teachers are involved in developing both objectives and their sequence.

During the initial year of implementation, 85 percent of students mastered objectives. Current work involves horizontal enrichment through problem-solving.

assistance

Samples of objectives, class record sheets and parent reporting sheets.

contact for information

Bettye Spann, Director
Project CONQUEST
Board of Education
1005 State Street
East St. Louis, IL 62201
618/274-0926 or 274-0517

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
●	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
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	Computer support
	Data based program evaluation
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	Certifying students competent
	Joint enrollment secondary/post secondary

Project CONQUEST 1.7

situation

Laboratory program for children having problems in reading; district-wide, serves 1,600 students in grades 2-9; individualized, structured work takes place in "clinics;" begun in 1965.

description

PROJECT CONQUEST was developed through ESEA Title I funds by School District #189 in East St. Louis, Illinois, to improve student reading ability. In operation since 1965, the project was approved for nationwide dissemination in 1974 by the Joint Dissemination Review Panel of the U.S. Department of Education. The program is funded as a Developer/Demonstrator project of the National Diffusion Network.

Following nomination by regular classroom teachers, children with reading problems undergo a carefully sequenced 17-step diagnosis in the fall, including reading tests and a health check to determine the degree of need for supplementary instruction.

Instructors use laboratories called "reading rooms" for primary pupils and "clinics" for children in grades 4-6. Clinicians and aides work in the lab with groups of six students who come to the lab daily for 50 minutes. Training for instructors consists of a start-up workshop and a weekly half-day in-service training session during the school year.

Study carrels are used in the reading labs, leading to student independence and a sense of order. Students work at their own pace in programmed readers with minimal assistance from clinicians.

Results of the Gates-MacGinitie and California Achievement Tests indicate that CONQUEST students scored significantly higher on reading skills than other students. CONQUEST has been cited as exemplary by "Right to Read."

assistance

In-service training; brochures; visitors welcome.

contact for information

David G. Ebeling, Asst. Supt.
Elementary Education
Monroe County Comm. School Corp.
315 North Drive
Bloomington, IN 47401
812/339-3481

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
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	Data based program evaluation
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●	Setting goals, objectives, competencies
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	Learning sites for students
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	Joint enrollment secondary/post secondary

Monroe County Community School Corporation 1.8

situation

A school system of approximately 11,000 students in grades K-12 primarily within the City of Bloomington, Indiana; year-old program involves all teachers and 7,500 students, grades K-8.

description

The Monroe County School Corporation last year implemented learning objectives for all students in grades K-8 to provide a means for school personnel to be more accountable to parents and students in the school system.

Objectives are contained in a "Curriculum Digest" outlining what teachers are expected to include in plans for most students in each grade level, K-8. Subject areas covered are mathematics, science, reading, language arts, social studies, study skills, art, music, physical education and health. Similar listings are now being developed for high school classes.

A reading record will be implemented during the 1981-82 school year to track each student's progress through the reading program at every grade level. A similar project tracking progress in mathematics will follow.

A strategy for meeting the needs of students who do not meet competencies is continuing in 1981-82 with the "Intensive Reading Instruction Team" program. The 10-week program provides for intensive reading instruction for third grade students with reading difficulties and has been used for eight years with excellent results.

assistance

Information on the development of Curriculum Digest, reading record and intensive reading instructional team.

SECTION 2.
Middle/Junior High School Programs

contact for information

Tanis Knight
ESD #112
1313 N.E. 134th Street
Vancouver, WA 98665
206/574-2871

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
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●	Mastery learning
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●	Remediation procedures
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	Computer support
	Data based program evaluation
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	Joint enrollment secondary/post secondary

Project WRITE 2.1

situation

Program involves 350 students in 16 classrooms in two middle schools, one each in Camas and Battle Ground, Washington; now in its third and final year of Title IVC funding, project began in 1979 to improve composition as a skill of middle school program students.

description

Project WRITE began because it was felt that intervention during the initial development of composition skills at the middle school level would be more efficient than a remedial effort targeted at high school students.

The curriculum reflects a goal-based mastery learning approach. Ten broad composition objectives, produced through collaboration among teachers and writing experts, are the basis for curriculum materials. A cross-referenced index of objectives and materials was developed and used to tailor unit packages to the mastery learning approach.

Each curriculum unit focuses on a single objective. Each unit emphasizes unit objectives for both writing mechanics and the production of a complete piece of writing. Ten units are distributed across all three grades, with most units in the sixth grade. Each unit takes about six weeks to complete and includes instruction plans, resource notes, supplemental materials index, worksheets and mastery tests. Teachers teach to unit objectives, using the process and customizing unit contents as they choose.

Positive reinforcement for good performance is emphasized. Teachers post good writing examples, read good papers aloud as models, award "good-writing" buttons, etc. These devices help develop and maintain student enthusiasm. Corrective instruction, assigned after periodic check-tests, differs from initial instruction and often involves parent volunteers working with groups of students in a two-day unit before a second check-test is administered.

Project evaluation is not complete, but preliminary evidence shows gains both in terms of project criteria and national writing norms.

assistance

Information Package, consultation.

contact for information

Donald Luebke
Principal
Steuben Middle School
2360 N. 52nd Street
Milwaukee, WI 53210
414/475-8577

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
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	Teacher advisors
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Stueben Middle School 2.2

situation

Urban middle school in Milwaukee, Wisconsin; goal-based program in reading and mathematics for 900 students, grades 7-8; in operation seven years.

description

Steuben Middle School implemented goal-based education as part of its transition process from junior high to middle school. The school uses a unit system, grouping four academic teachers with each 120 students. Students follow a continuous progress program of sequential achievement levels developed with the assistance of the University of Wisconsin Research and Development Center for Secondary Schools.

A School Coordinating Committee establishes, evaluates and reviews all policies relating to general school operation and to curriculum and instruction. Members include the principal, learning coordinator, one member of each of the 11 teaching teams, an exceptional education teacher, the lead aide and a teacher union representative.

Two remedial programs are available for students. Those in grades 7 and 8 who score below grade level in reading and mathematics join a daily Title I class combining individualized teacher instruction and computer-assisted instruction. Students below grade level in reading alone may be assigned to an individualized reading intervention program at the eighth grade level.

The school-wide mathematics program is based on minimum competencies and a diagnostic test developed by teachers in the department. At any time during the two years, students meeting minimum requirements can be placed in an enrichment or advanced mathematics program.

Student progress evaluation via standardized and teacher-developed tests has been emphasized in the past several year. Additionally, instructional materials are undergoing revision.

assistance

Visitations, training in use of Wisconsin Renewal and Improvement of Secondary Education (WRISE) materials developed by the R & D Center, University of Wisconsin/Madison.

contact for information

Gregg M. Strasler
Associate Director
South Carolina Region V
P.O. Box 1069
Lancaster, SC 29720
803/285-2001

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
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Dent Middle School 2.3

situation

Competency based, mastery learning program for 1,100 students, grades 6-8, in one middle school, in language arts, math, science and social studies; begun in 1979, projected to expand to entire district.

description

The Dent Middle School developed a competency based program of instruction to assist students in attaining minimum competencies required by legislation passed in 1978 by the South Carolina legislature. The program includes defined minimum competencies in language arts, math, science and social studies.

The program includes Competency Based Instructional Units which correspond to the defined minimum competencies. Used primarily as a remedial tool and keyed to specific competencies, the CBE units contain teaching plans using the mastery learning approach, materials, diagnostic tests and audio-visual aids.

A criterion-referenced testing program, including both formative and summative items, is used to assess students in the four subject areas. Students found to have deficiencies are given remedial instruction concentrating on their areas of weakness.

A teacher training program is available for instruction in implementation of the competency based program. The leader of a CBE program in the school conducts in-service based on materials developed for instruction in implementation methods.

Current efforts focus on the continuation of the program in language arts and math, with emphasis on teachers' use of mastery learning techniques. Evaluation efforts to date indicate positive trends in student attainment of competencies.

assistance

Materials explaining units of instruction available by arrangement; consultations about mastery learning.

SECTION 3.
High School Programs

contact for information

Charles S. Bowe, Principal
Hood River Valley High School
1220 Indian Creek Road
Hood River, OR 97031
503/386-4500

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
●	Modularized curriculum
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●	Teacher advisors
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Hood River Valley High School 3.1

situation

Program involves all students, staff and subjects in grades 10-12; approximately 750 students come from two junior highs; a rural, agricultural community in the Columbia River Valley; in operation 11 years; began when two small high schools were merged into a new building.

description

Hood River Valley High School developed its program to better meet the needs of individual students.

Continuous progress is the backbone of the program. The modularized curriculum divides each course into 10 units, each unit equal to one-tenth of a Carnegie Unit and including objectives, activities and assess- ment procedures. Students progress through courses by completing units. In most classes, students proceed at their own rate, can complete courses early or take longer than a term and can move between courses at any time during the year. Students can complete high school requirements early or can enroll for a fourth year to finish.

Individual plans are developed with each student. Every professional staff member serves as an advisor for between 15 and 20 students, five or six from each of the three grades. The teacher-advisor or "guide" program provides each student with a support group and a staff advocate. Through the "guide" program, individuals set post high school goals and plan their programs. Counselors work with their own guide groups, serve as a resource team for all "guides," and handle difficult situations on a referral basis. A fully computerized recordkeeping system supports both the continuous progress and "guide" features of the program.

Smooth operation is facilitated by participatory management. Decisions about school operation are made by a "cabinet" composed of assistant principals, division teacher/coordinators and subject area team leaders. Curriculum decisions are made by a "curriculum committee" composed of selected members of the "cabinet" and selected other teachers. "Cabinet" and "curriculum committee" membership changes annually.

Effectiveness information is now being analyzed and will be reported within six months. Current efforts focus on maintaining the basic program and making adjustments in the grading, recordkeeping and continuous progress systems.

assistance

Various descriptive materials; visitations are welcome.

Great Oaks Joint Vocational School District

contact for information

C. A. Migal, Adm. Spec. Curric. Instruction/Personnel
Great Oaks Joint Voc. S.D.
3254 E. Kemper Road
Cincinnati, OH 45241
513/771-8840

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
●	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
●	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

situation

Vocational education in 65 different job-training programs; 4500 students in grades 11 and 12, including over 300 mainstreamed handicapped students; located in four school buildings serving 12-county area and fed by 35 school districts; four campuses in operation since 1972; local and state funding.

description

The Great Oaks Joint Vocational School District has since 1973 offered vocational education in a full-time high school competency-based program using mastery learning techniques. Students completing the two-year program receive a regular high school diploma as well a a certificate of completion listing competencies and certifying training in the selected skill area.

Each course of study is broken down in learning modules called "duty blocks and tasks." Each duty block and task includes an overall set of objectives, instructional strategies and techniques, instructional materials and evaluation methods. Students receive a total 1,620 hours of training in a trade. Each day includes 4-1/2 hours of vocational training and one 45-minute academic class: English in the 11th grade and Social Studies in the 12th.

Mastery learning is effected by the use of a "progress chart." Students must master each duty block and task before moving to the next on the chart. In each training program, students progress toward competency objectives for a particular occupation. Objectives are based on analysis of skills necessary for employment in that occupation.

Craft Advisory Committees of representatives of business and industry monitor and evaluate the curriculum on an ongoing basis to assure that occupational objectives are in line with current industry needs.

Development of instructional techniques for use in the modular approach has been the recent focus in the district. Accountability in programs is through student placement, and 97 percent of students are placed in jobs or go on to higher education after graduation. In addition, the employer success record is very good.

assistance

Curriculum materials; report of staff development efforts.

contact for information

Margot Rochester
Curriculum Coordinator
Lugoff-Elgin High School
P. O. Box 278
Lugoff, SC 29078
803/438-3294

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
	Assessment
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	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
●	Regular program revision
	Regular reporting of program performance
	Community Involvement
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Lugoff-Elgin High School 3.3

situation

A rural/suburban high school, approximately 850 students in grades 9-12; program in operation two years for all students in subject areas of English, math, citizenship and consumer economics (social studies); target is students who have not mastered skills prior to entry in grade 9.

description

Lugoff-Elgin High School developed a minimum competency mastery-learning program through a Title IV-C grant to upgrade basic skills education and to provide accountability to the community.

The school uses what they call the Competency-Based Secondary School Project." Materials developed through the project include an instructional sourcebook for teachers outlining 29 separate instructional units; a criterion-referenced testing program developed locally; a test administrator's manual, implementation guide and training manual for teachers. The management system is uncomplicated, requiring minimum recordkeeping by teachers.

The minimum competency program is integrated into the regular curriculum of the English, Math and Social Studies Departments. Individual students are not isolated from peers who have mastered skills but are provided specific instruction in the skills they have not yet acquired. To receive credits, students must master the minimum skills outlined for individual courses and meet teacher and attendance requirements.

Teacher training includes a slide/tape presentation and follow-up activities to orient secondary teachers and administrators to mastery concepts as well as to the program as a whole.

The program will be reviewed for state validation in October, 1981.

assistance

Materials can be disseminated after program validation; consultation on development, implementation, staff orientation, design of instructional units.

contact for information

Chris A. Schlegel
916 Area Vo-Tech Institute
3300 Century Avenue North
White Bear Lake, MN 55110
612/770-2351

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
●	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
	Goal based planning
●	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
●	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

916 Area Vo-Tech Institute 3.4

situation

Competency-based vocational training for 1,000 eleventh and twelfth graders and 2,000 post-high school students and adults (part-time); special intermediate school district; more than 60 vocational courses offered to anyone in district over 16 years of age; begun in 1971.

description

Intermediate School District 916 was formed in 1969 after the need was recognized for a new alternative to education and training for employment in the area. The proposed program would involve business, labor, industry and government in the planning process, would serve all persons in the area over the age of 16, would allow high school students to train while still attending high school more than half-time, and would include adult vocational education, as well. The 916 Area Vo-Tech Institute is one of the institutions governed by this special district.

Instruction is individualized and competency-based, so students proceed through courses at their own pace. Students are admitted continually and exit on a monthly basis. They graduate from a training course as soon as they demonstrate mastery of fixed tasks. A learning package is designed systematically for every job task, and the student must master all tasks to graduate in a particular job area.

A job placement service is available to all students upon graduation.

Current efforts are aimed at curriculum improvement and computerization. A high percentage of the 85,000 students at the Institute over the last ten years have been placed in jobs.

assistance

One day per month is scheduled for visitors to review the instructional system.

contact for information

Dr. Bob Bazzle, Director
Secondary Education
Glynn County School System
P.O. Box 1677
Brunswick, GA 31520
912/265-6590

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
●	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
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	Student reports based on objectives or competencies
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	Computer support
Management	
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
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	Regular reporting of program performance
Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Glynn County School System 3.5

situation

Coastal region of Georgia; 10,000 students K-12 in primarily rural district; pilot program in operation for two years at two high schools; 3,200 students, competency-based curriculum in all subject areas for grades 9-12.

description

Following a State School Board policy mandating competency-based education statewide, the Glynn County School System was selected as one of nine districts to serve as a CBE pilot site in Georgia.

There was a high degree of community involvement in the identification and validation of graduation competencies and competency test items. Initial input was sought through parent advisory committees, newsletters, newspaper articles, radio spots and student surveys. A cross section of the community according to sex, age, education, race and occupation was invited to validate the refined list of competencies, indicators and competency test items.

Teacher involvement is high in the decision making process. Teacher committees developed and revised all course guides, departmental course tests and graduation competency tests. Steering committees composed of department heads and one additional teacher from each department continue to monitor the program.

An individualized student advisement system provides academic advisement to all students. Students remain with the same advisor for all four years of high school in cross-graded advisement groups.

Efforts in the past year have focused on the development of remediation procedures and applied performance tests for writing and speaking competencies.

assistance

Report of process to develop pencil/paper competency tests; review of speaking competencies testing available late fall 1981.

contact for information

Ken Lindsay, Coordinator
Utah State Office
of Education
250 East 500 South
Salt Lake City, UT 84111
801/533-5061

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
●	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
●	Teacher advisors
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	Continuous progress
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	Data based program evaluation
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	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Utah State Office of Education 3.6

situation

Statewide minimum competency requirements for high school graduation; 40 districts with total K-12 student population 340,000; program in operation for three years in grades 7-12.

description

The Utah State Department of Education, in response to action by the state's Board of Education, developed and implemented statewide minimum competency requirements for high school graduation in the areas of language arts, mathematics, democratic governance, consumerism and problem-solving. The program became mandatory statewide in 1980.

Each district, within state standards, develops its own minimum graduation requirements and the procedures for testing proficiency. Testing programs are primarily the result of collaboration among teachers, administrators, parents and community members. There has been little dissatisfaction with content or validity, and the entire process has resulted in extensive curriculum revision.

Remediation is an important program element. Students are carefully tracked and assisted when low performance indicates need. As a result, a very low percentage of students fails the competency tests. If students do fail the tests, they are channeled into other educational programs more suited to their needs.

No student is denied a diploma. Any individual can continue to attend high school and earn credit toward the diploma until requirements are met. Students must meet minimum requirements of the district in attendance, credits, etc., as well as demonstrate minimum competence in the program areas.

contact for information

Dr. J. A. Tangdall, Principal
Westside High School
School District 66
87th and Pacific
Omaha, NE 68124
402/391-1266

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
●	Modularized curriculum
	Interdisciplinary curriculum
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	Goal based planning
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	Accountability
	Management information system
	Computer support
	Data based program evaluation
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Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Westside High School 3.7

situation

Primarily urban district, 6,000 students in grades K-12; program of minimum competency requirements for graduation for 2,000 students, grades 10-12, in operation since 1974.

description

After development by Westside High School staff, graduation requirements including minimum competencies in seven areas were adopted by the Board of Education in 1974. Competency requirements in reading, writing, math, the democratic process, problem-solving, oral communication and consumerism were put into effect for all incoming sophomores in the 1974-75 school year.

Competency in the seven areas is required for graduation. As defined by the district, competencies are measured through five locally-developed written tests, a standardized written reading test and an oral presentation judged on pre-determined criteria. Students become skill-oriented and concerned about competency in these skills rather than just spending time in the classroom.

Teachers provide alternative instructional services to students who are deficient in any of the competency areas. Tests in most areas are administered when students are sophomores or juniors, and students who do not pass one or more of the tests are routed into additional work or special courses in the appropriate areas. Students must retake tests as often as needed until minimum required competence is achieved.

assistance

Minimum competency requirements; sample tests; consultations.

SECTION 4.
K-12 Programs

contact for information

Kioco Mizuba
District Superintendent
Hawaii District Schools
P. O. Box 4160
Hilo, HI 96720
808/961-7237

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
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	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Hawaii District Schools 4.1

situation

Statewide program of competency testing for all students, K-12, including minimum competency requirements for high school graduation; begun in 1979, full implementation in 1981.

description

The Hawaii District Schools instituted a statewide competency testing program to improve student achievement following a Hawaii State Legislative Auditor's report in 1973 which cited deficiencies in student achievement levels.

Demonstrated minimum competence in 15 basic and life skills areas is required of all students before high school graduation. Students are assessed in these competencies beginning in the ninth grade with the administration of the Hawaii State Test of Essential Competencies, a paper/pencil test developed for the state by ETS.

Alternative testing opportunities to achieve minimum competencies are available to students who fail the ninth grade test. Students may enroll in the "Course in Essential Competencies Certification," a highly structured, semester-long course in which students are expected to achieve competencies. Students may also undergo testing in the "Essential Competencies Certification Center," a special "mobile" testing center with modules and audio equipment which asks a student to complete tasks that are indicative of competency attainment. The mobile center visits each high school once a year in the fall.

Statewide Foundation Program Objectives, goals that govern all education in the state, are also measured in required tests throughout grades K-12 and include hundreds of measurable student performance objectives. Objectives in basic skills areas are assessed in grades 1 and 2, and the remainder are measured in grades 3, 6, 8, 10 and 12. Schools can opt to use supplementary testing in alternate years.

Current efforts are aimed at relating instruction more closely to performance expectations outlined in the Foundation Program Objectives.

contact for information

Dr. Wilber Hawkins
Superintendent
Hicksville Public Schools
Division Avenue
Hicksville, NY 11801
516/733-2100

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
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	Computer support
	Data based program evaluation
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Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
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	Joint enrollment secondary/post secondary

Hicksville Public Schools 4.2

situation

Goal-based curriculum program in reading, language arts and math; affects all 9,000 students, K-12, in urban school district; uses mastery learning approach; begun in 1979.

description

The Hicksville School District developed a comprehensive district-wide plan for instruction incorporating continuous progress instruction and elements of Bloom's Taxonomy of Learning to reorganize the curriculum, monitor student progress and improve instruction in the district.

Individualized programs of study are designed each quarter for each student, reflecting projections of student achievement. Projections are based on scores on quarterly achievement tests, on student progress records and on teacher judgment. Criterion referenced tests are administered during the quarter to monitor progress.

The curriculum has been reorganized, and a master list of course descriptions prepared, including precise listings of course content and expectations for student learning. Teachers develop student programs of study based on course descriptions.

Continual curriculum revision takes place through the use of performance-based levels of objectives derived from Bloom's Taxonomy.

Current efforts center around further curriculum development and computerization of the entire system. Teachers report students are progressing more quickly through course material due to the revised curriculum.

assistance

Training in mastery educational planning; copies of curriculum guides in several subjects.

contact for information

Dr. Richard M. Petre
Asst. Deputy State Supt.
MSDE, PROJECT BASIC
200 W. Baltimore Street
Baltimore, MD 21201
301/659-2385

Maryland State Department of Education/PROJECT BASIC

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
●	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
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	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
●	Regular reporting of program performance
Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

situation

Statewide program, 24 school districts including 750,776 students and all teachers, grades K-12; a State Department/local district cooperative plan; reading component in operation four years, all other subjects now being implemented; phase-in for handicapped by 1985-86.

description

The Maryland State Department of Education's PROJECT BASIC is a competency-based curriculum defining the areas of Basic Skills (reading, writing, mathematics), Citizenship, World of Work, Survival and Arts/Physical Education.

All students must meet a total of 233 curriculum objectives or competencies in all areas for high school graduation. The objectives, identified by 17,000 Maryland citizens, may be taught throughout grades K-12. Each school district has completed a curriculum/competency match to ensure that objectives are universally included in the approved system curriculum.

Instructional guides were developed by classroom teachers for each objective and became part of the instructional activities and materials adopted by each local district. Both developmental and remedial instruction is provided toward the 233 objectives, as needed, in grades K-12.

Criterion-referenced tests are used in each area except the Arts/Physical Education. All students are tested in grade 9. Those who pass are certified on the first administration of tests; those who do not pass must receive appropriate instruction and retake the test yearly or until they pass. Program performance is reported by the state, the district and at the school building level.

The reading component has been in operation four years. School by school implementation of the other curriculum areas continues, and the state is working to develop assessment tests for the areas of Survival, Citizenship and the World of Work.

assistance

Maryland's Five-Year Plan; instructional guides; technical assistance; visitations welcome at state and district levels.

contact for information

James E. Higgins, Director
Evaluation Assistance Center
ISU, 1209 Statesman Towers W.
Terre Haute, IN 47809
812/232-6311 (ext. 7209)

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
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	Individualized learning plans
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Indiana State University/ Evaluation Assistance Center

4.4

situation

Part of the Indiana State University School of Education; provides assistance to nine Indiana public school systems in the development of total school measurement and evaluation programs; programs for teachers and administrators affecting 40,000 students in grades K-12.

description

The Indiana State University Evaluation Assistance Center was founded in 1979 through a grant from Lilly Endowment, Inc. The Center works with Indiana public school personnel to define needs in measurement and evaluation of student achievement and to develop ways to meet those needs, particularly in criterion-referenced measurement of basic skills objectives.

The Center offers assistance in the development of objectives to be tested, methods to measure student achievement of prescribed objectives, and ways to use measurement data to redirect instruction and raise student achievement levels or to assess overall curriculum strengths and weaknesses. Services include workshops, conferences, on-site technical assistance and the dissemination of information through a newsletter and other publications.

assistance

Publications mailing list on request; will conduct workshops and in-service activities.

contact for information

Dr. Harold Christensen
Director of Secondary Curriculum
Capital School District
945 Forest Street
Dover, DE 19901
302/736-5507

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
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	Computer support
	Data based program evaluation
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	Learning sites for students
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	Joint enrollment secondary/post secondary

Capital School District 4.5

situation

Goal-based grade-level promotion affecting all 5,500 K-12 students in district in basic skill areas of reading, math and language arts; begun in 1976.

description

The Capital School District developed minimum competency guidelines for promotion in grades 1-12 following the Delaware State Board of Education mandate in 1976 that all students in the state show proficiency in minimum competency tests before receiving high school diplomas.

Objectives for student achievement have been set for all grades 1-8. Guidelines are advisory in grades 1, 2, 3, 5, 6 and 7, and are mandatory in grades 4 and 8. Students may be retained at grade level one time only between grades 1 and 4 and one time only between grades 5 and 8.

Remediation takes place in extensive summer school programs to help students prepare for the next grade level when necessary.

Included in the program, called "Goal Directed Education," is a five-year cycle of curricular revision. A committee, comprised of two directors, a subject-area coordinator and one teacher per subject per grade level, review one subject per year to revise the curriculum.

Current efforts are directed toward incorporating mastery learning techniques into the program, beginning with the ninth grade science curriculum.

contact for information

James G. Lengel, Chief
Elementary Curriculum
State Department of Education
Montpelier, VT 05602
802/828-3111

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
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	Remediation procedures
	Parent participation
	Computer support
	Assessment
	Criterion referenced tests
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	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
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	Computer support
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	Participatory management
	Management by objectives
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	Data based program evaluation
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●	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Vermont State Department of Education 4.6

situation

Statewide competency-based education criteria adopted in 1976; approximately 100,000 students and 8,000 educators in 402 public schools, grades K-12.

description

The Vermont State Department of Education adopted a statewide competency-based education approach as a means to guarantee that high school graduates master basic skills in reading, writing, listening, speaking and mathematics. Curriculum in all schools is based on a comprehensive list of basic competencies. The list combines "academic" skills and "life" skills, and has been accepted by both educators and the public. Instruction and assessment are designed locally to reflect the basic competencies.

Assessment of skills is through performance. Most competencies cannot be assessed by a multiple-choice test; they require actual performance and professional judgment of achievement. Each child must show that he/she can perform each of the competencies in an actual applied situation. Nearly every teacher in the state is involved in assessing these skills.

Schools are required to teach skills throughout the K-12 continuum because of a focus on instruction. Educators assess each student regularly, keep records for each individual student and provide instruction as required. Many schools have improved their curriculum and instruction programs to facilitate student performance of the basic competencies.

The Vermont State Department of Education continues to work toward improving instruction in the basic skills at all levels.

assistance

Printed materials including program reports, Basic Competencies: Guide for Teachers and Administrators, Teacher's Guide to the Basic Competencies in Reasoning; training implementation of basic skill instruction and assessment.

contact for information

Dr. Lawrence P. Creedon
Superintendent
Quincy Public Schools
50 Coddington Street
Quincy, MA 02169
617/786-8700, ext. 766

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
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	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
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●	Computer support
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	Norm referenced tests
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●	Management by objectives
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	Computer support
	Data based program evaluation
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	Joint enrollment secondary/post secondary

Quincy Public Schools 4.7

situation

Goal-based instruction for 12,000 students, K-12; all subjects, but not in every school at every grade level; begun in 1970.

description

The Quincy Public Schools have developed a systematic approach to instruction based on overall goals for education and specific learning objectives in all subjects. The program was designed to meet the district's goal to develop students into "maximally competent individuals, citizens and workers."

Quincy's student-centered learning system includes prioritized learning objectives based on projections of life skills needed by students after they leave district schools. Objectives in all subject areas are incorporated into the general curriculum.

In the classroom management system, teachers design their own class activities, drawing from a catalogue of instructional activities and materials available to all teachers in the district. Teachers plan for course work and work closely with individual students to help in designing individual self-learning environments so that education will continue outside the classroom.

In the program, emphasis is on learning theory. Professionals receive kits including materials about behaviorism, developmentalism and cognitive field theory. They are encouraged to undertake critical analysis of this information before adopting one or a combination of theories for application in their situations.

assistance

Videotape on all aspects of leadership; presentations for conferences; some materials; visitors welcome.

contact for information

Sidney Collision
Delaware State Department
of Public Instruction
P. O. Box 1402
Dover, DE 19901
302/736-4647

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
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	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
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	Norm referenced tests
●	Minimum competency testing
●	Demonstrated competence required
	Assessment center
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●	Goal based planning
	Participatory management
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	Certifying students competent
	Joint enrollment secondary/post secondary

Delaware State Department of Public Instruction

situation

Statewide goal-directed education programs and performance-based instructions; 92,000 students in grades K-12; all subject areas; minimum competencies required for high school graduation; in operation 3 years.

description

The Delaware State Board of Education adopted a state "Plan for Goal-Directed Programs and Performance Based Instruction" to improve the effectiveness and image of public education.

A set of program standards is key to the Plan. These standards require schools to set goals and policies, regularly update written curriculum objectives, provide diagnosis and analysis of individual student needs, and establish written performance criteria for promotion.

A "School Improvement Monitoring Process" provides a means to check each school's degree of compliance to the standards and helps schools design their own improvement plans. Department of Public Instruction personnel make on-site visits to assess school programs and offer assistance in program development.

Instruction for all students includes preparation for meeting minimum performance requirements for high school graduation in the basic skill areas of reading, writing and mathematics. Individual school goals, based on priorities established through a statewide needs assessment, incorporate these minimum requirements in instruction throughout all grade levels. School promotion policies reflect student achievement and performance in these skill areas, as well.

Over the past year, main efforts have been concentrated on the development and implementation of individual school improvement plans.

assistance

Copies of the state plan, basic skills requirements and monitoring process packets.

contact for information

Dr. Ernest Jones
Superintendent
Gary Community Schools
620 E. 10th Place
Gary, IN 46402
219/886-6500

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
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	Joint enrollment secondary/post secondary

The Gary Community Schools 4.9

situation

A K-12 district of 32,000 students in an urban industrial area on the edge of Lake Michigan; district-wide program of minimum competency testing in operation since 1974; testing in grades 2, 5, 7 and 10 in reading, mathematics, writing and speech to assure minimum competency for high school graduation.

description

The Gary Community Schools instituted minimum competency testing for high school graduation to assure that students would acquire basic skills in reading, writing, speaking and mathematics.

"Check-point" testing is administered in each minimum skill area at three elementary grade levels to identify pupils for additional instruction. Proficiency tests continue in grades 10 through 12 until a mastery performance level is achieved which permits awarding the high school diploma.

Remedial programs provide additional instruction for students who perform below standards on criterion-referenced tests of minimum competencies.

The district is working toward usage of standardized tests at every grade level to replace criterion referenced check-point tests at grades 2, 5 and 7.

assistance

"Program and Procedures for the Attainment of Basic Competencies in Reading, Written Communication, Oral Communication and Mathematics in the Secondary Schools of Gary, Indiana," and other basic competencies materials available at nominal cost.

contact for information

Tracy Dust, Superintendent
Metropolitan School District
of Martinsville
190 S. Jefferson Street
Martinsville, IN 46151
317/342-6641

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
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Metropolitan School District of Martinsville

4.10

situation

Primarily rural district of five townships near Bloomington, Indiana; approximately 6,000 students in nine elementary, two middle and one high schools; district-wide program, grades K-12.

description

The Metropolitan School District of Martinsville developed its "Organizing for Instruction" program to establish specific goals for instruction, to establish competencies for students and to set standards for remediation.

The program includes specific learning objectives for all grade levels in language arts, mathematics, social studies and science. Developed by district teachers, objectives are organized in three achievement levels for each grade. Level one objectives are minimum competencies for average students; level two objectives are for additional instruction for above average students; and level three objectives outline individualized instruction for accelerated students.

An organizational structure called "Process for Change" delineates a mechanism whereby teachers and administrators can review and change instruction to meet specific student needs.

The testing component of the program is used to establish placement and measure achievement of students. Both norm-referenced standardized tests and locally-developed criterion-referenced tests are used.

The district's recent development efforts have concentrated on criterion-referenced testing and a system for reporting to parents.

assistance

Samples of criterion referenced tests, objectives and reporting system; inservice training at cost.

contact for information

Dr. William Cox, Assist. Supt.
Instructional Services
Newport News Public Schools
12465 Warwick Boulevard
Newport News, VA 23606
804/599-8700

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
	Unit objectives
	Grade level competencies
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Newport News Public Schools 4.11

situation

Urban school district of 34 schools, 26,000 students K-12; shipbuilding is the key industry in the area; goal-based approach in operation since 1976 in elementary and middle schools in reading, math, language arts, social studies and science and in some required and elective subjects in four high schools.

description

The Newport News Public Schools adopted a goal-based approach to education to give greater focus to the instructional program and to achieve greater credibility with the community by demonstrating objectively the improved achievement of students.

The school district has established course goals in most content areas across the grade levels. Specific learner objectives are identified in accordance with these goals: objectives in math, reading and language arts are listed by grade level for elementary and middle schools and by course in high schools. Graduation competencies have been infused throughout the curriculum at the appropriate places.

Criterion referenced tests (CRT's) and checklists are used to monitor student progress in mastery of the identified grade level and course objectives. Norm-referenced tests are used to measure school district progress toward district goals. Reading, math and language arts CRT's, which feature an analytic scoring scale for written composition, are computer-scored in most instances and printouts of student performance are furnished.

Goal based planning is through a "Planning and Management System." The school board annually adopts performance priorities, based on tentative priorities recommended by the superintendent after input from the community, school personnel and administrators. Individual schools devise plans to meet these priorities; school plans are then compiled in an "Annual School Plan Summary." Annually, each school also evaluates and reports efforts to meet the board's priorities.

Development of curriculum and the corresponding monitoring devices have been emphasized in the past year. There has been progress toward district goals for student achievement levels in reading and math; and overall test scores have improved.

assistance

Curriculum guides, skills continua, course and grade level objectives, "Annual School Plan Summary" format available at nominal cost.

contact for information

Paul Sandifer, Dir. of Rsrch.
South Carolina State
Department of Education
1429 Senate Street
Columbia, SC 29201
803/758-2251

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
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Community Involvement	
●	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

South Carolina State Department of Education

4.12

situation

Statewide program of educational objectives and minimum competency testing in reading, writing and mathematics; affects approximately 300,000 students, grades K-12; all students except those handicapped students excluded on the basis of IEP's.

description

In response to legislation enacted by the state's General Assembly in 1978, the South Carolina State Department of Education is implementing a statewide program designed to define educational objectives and provide minimum competency testing in reading, writing and mathematics. The last grade level will be phased into the program during 1981-82.

The program includes educational objectives for grades K-12 in reading, writing and mathematics. Standards of achievement and assessment methods have been set for first grade readiness (at the beginning of grade 1), for reading and mathematics (grades 1, 2 and 3), and for reading, mathematics and writing (grades 6, 8 and 11).

Student assessment includes an individually administered readiness test at the beginning of grade 1 and criterion-referenced tests in reading and mathematics at the end of grades 1, 2, 3, 6, 8 and 11. All students in grades 6, 8 and 11 are also given a performance test in writing.

Test results serve as a basis for providing appropriate instruction for students who score below the minimum standards. Tests results are not used as a basis for promotion/retention or for awarding of high school diplomas.

assistance

Materials will be available soon; development assistance.

contact for information

Stacey Bressler
Basic Skills Coordinator
Mass. Department of Education
31 St. James Avenue, 5th Floor
Boston, MA 02116
617/727-7934

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
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●	Competencies with life role focus
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	Joint enrollment secondary/post secondary

Massachusetts State Department of Education

4.13

situation

Statewide basic skills improvement program began in 1979 for approximately 994,600 students, grades K-12, in reading, writing, mathematics, listening and speaking.

description

The Massachusetts State Department of Education instituted its "Basic Skills Improvement" program following the Board of Education's adoption of policy and regulations outlining objectives for basic skills achievement to be obtained before high school graduation in the state.

The program emphasizes basic skills improvement in the areas of reading, writing, mathematics, listening and speaking. Curriculum reform, staff development and public participation are important in the program. Individual school districts assume most of the responsibility for program implementation, setting district standards for student performance based on objectives set by the state. School districts are also responsible for assessment of student achievement. High school students are expected to meet these standards before graduation, but graduation is not predicated on competency assessment.

There has been broad community involvement in the development and implementation of the program at both the state and district levels. Many professional organizations, including superintendents, principals, PTA's, etc., have provided expertise in the development and implementation process.

The Department of Education basic skills staff offers ongoing technical assistance to local districts in the design and implementation of the program.

Recent efforts have focused on the writing component of the program and on school district development of standards for minimum competency.

assistance

Publications including "Basic Skills Improvement Policy and Regulations" and "Teaching Speaking and Listening Skills in the Elementary Secondary School." Information about the Commonwealth Inservice Institute also available.

contact for information

Dr. John M. Hoben
Superintendent
Plymouth-Canton Community S.D.
454 South Harvey
Plymouth, MI 48170
313/453-0200

program highlights

	Goals, Objectives, Competencies
●	Subject area (program) goals
●	Course goals
	Unit objectives
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Plymouth-Canton Community School District

situation

Suburban Detroit school district; 17,000 students in grades K-12; program implementation began in 1979 using outcomes-based curriculum patterned after the Oregon model and incorporating mastery learning concepts of Bloom, Block and Hunter; in full operation in all subjects grades K-8; complete K-12 program to be operational for all students and teachers within 3 years.

description

A two and one-half year development effort by teachers and administrators led to the adoption of specific goals for the district, goals for all 12 subject areas in the curriculum, and goals for individual courses. Course goals are specific sequenced learning objectives in every subject which students must master at each grade level. Course goals were prepared for all grade levels. Implementation is virtually complete district-wide in grades K-8 with grade 9-12 implementation now in progress.

Inservice activities have been effective in generating teacher and administrator commitment to the new curriculum. Activities are designed to familiarize staff with the course goals and to train them in the outcomes-based instructional system. Administrators learn a "Systematic Process of Instructional Supervision," emphasizing analysis of instruction, planning of goals to change methods of instruction, and ways to conduct goal-based instruction. Trained administrators, in turn, lead teacher conferences outlining a "Systematic Teaching and Learning Process" to be used in the district. The district goal is to train all teachers and administrators in outcomes-based instruction within three years.

An evaluation component for the new curriculum is in place and is producing Board acceptance.

assistance

Course goals; management structure; strategic planning model; consultation.

Public Schools of the District of Columbia 4.15

contact for information

Joan W. Brown, Exec. Assistant
Dist. of Columbia Publ. Schools
Presidential Building
415 - 12th Street, N.W.
Washington, DC 20004
202/724-4260

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
●	Course goals
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	Grade level competencies
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	Competencies with life role focus
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situation

Urban district, 97,000 students grades pre-K-12; competency-based curriculum in use four years for all students in all subjects.

description

The District of Columbia Public Schools developed a competency-based curriculum (CBC) following Board action in 1978. The district is committed to the belief that all children can learn and that the CBC will insure that they do learn.

Staff development efforts over the past five years resulted in the training of hundreds of administrators, thousands of teachers and many parents in the technology of CBC and related instructional strategies.

CBC products have been developed, including curriculum guides in the academic disciplines, a scope and sequence document of objectives for the subject areas and in career education and a guide for meeting the needs of students in the special education programs.

A competency-based assessment effort called the "Student Progress Plan" is in use in grades 1-3 and is being implemented in grades 4-6 in 1981-82. This plan uses the CBC to ensure that students progress through the continuum of educational objectives at their individual rates. Assessment efforts document that individuals achieve competence in important skill areas before they pass to the next grade. Remedial instruction is provided for those who do not demonstrate competence. The plan provides for concentrated attention on the acquisition of skills in reading and mathematics.

Developmental efforts in the past year were directed toward support of the program, with emphasis on the implementation of the Student Progress Plan. Reading and mathematics skills checklists and a new elementary report card were developed; and 1,500 volunteers were recruited and trained to aid in the instructional program.

assistance

Provide staff development consultations; copies of curriculum guides, scope and sequence documents, cluster tests and checklists for grades 1-6 in reading and mathematics; administrator, teacher and parent handbooks on "Implementing a Competency-Based Program."

contact for information

Gary W. Stamm, Ed.D.
Superintendent
Lockland City Schools
210 N. Cooper Avenue
Lockland, OH 45215
513/563-5000

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
●	Grade level competencies
	Graduation competencies
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Lockland City Schools 4.16

situation

Small city district with 800 students grades pre-K-12, outcomes-based education program begins in fall of 1981 for all studentss, all grade levels, in language arts and reading.

description

The Lockland City Schools have developed and begun to implement an outcomes-based curriculum in language arts and reading for all students in grades pre-K through 12. This effort is in response to a new Ohio mandate that locally-developed competency standards be in effect by September, 1983.

The Board of Education adopted educational goals in 1981 for district schools in all subject areas, based on data collected in a community-wide study. The data instrument used in the study was the Phi Delta Kappa Goals Inventory, with participants including the Board of Education, parents, administrators, teachers and students. Goals were identified in all subject areas, with a separate listing of "integrated program goals" ("learn how to be a good citizen," "understand and practice democratic ideas and ideals," etc.) to be incorporated in instruction.

Desired educational outcomes, performance objectives and verification procedures were then identified in the areas of reading and language arts for grades pre-K through 12. These are being implemented in the 1981-82 school year. Similar work is under way for math and science, and is expected to be complete in June, 1982. Field tests of the Reading/Language Arts Outcome Curriculum are now being monitored by building principals.

The Superintendent and building principals have listed job targets in a goal-based approach to administration which will facilitate implementation of the new curriculum. They then prepared administrative action plans to assist in achieving the targeted goals.

contact for information

Kathy Conner, Supervisor
Affective Education
School Dist. of Philadelphia
Parkway at 21st Street
Philadelphia, PA 19103
215/299-7776

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
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The School District of Philadelphia 4.17

situation

Large urban district, 213,000 students grades K-12, 300 schools, 12,000 teachers; mastery learning program in all major subject areas being used by some teachers in selected classrooms, affecting 10,000 students grades K-12 for the past three years.

description

The School District of Philadelphia's Office of Affective Education has for three years been working with teachers in the district to improve student achievement through the adoption of mastery learning techniques. Teachers have voluntarily adopted mastery learning principles in various grade levels in math, reading/composition, social studies and science. In some cases, principals have mandated the use of mastery learning in some subject areas.

An ongoing staff development program trains teachers to write and teach mastery learning units. A Comprehensive "Mastery Learning Manual" outlines the principles of mastery learning lists, the steps in teacher preparation and implementation of the program and defines steps from goal setting through student assessment procedures.

A number of models for delivering staff development have been created, and teachers trained in mastery learning techniques train other teachers.

Most widely used in the program is a set of objectives and tests in math which were developed by the Division of Mathematics Education to unify the math curriculum. Materials are correlated with the Philadelphia Math Levels Program, defining 21 levels of achievement for grades K-12 and sequenced unit objectives within each level. Tests are referenced to unit objectives.

assistance

"Mastery Learning Manual;" training sessions for trainers and supervisors.

contact for information

Sara Murphy, Assoc. Director
Division of Commun. & Dissem.
Arkansas Dept. of Education
Capitol Mall
Little Rock, AR 72201
501/370-5036

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
Management	
●	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Arkansas State Department of Education 4.18

situation

Pilot program in five primarily rural school districts in Arkansas; affects 5,000 students, all subjects, grades K-12; a goal-based educational renewal planning model for local districts.

description

Developed by the Arkansas State Department of Education, the Educational Renewal Model for Arkansas (ERMA) grew out of the need to match school problems and school solutions and to build a support system for school improvement which would allow access to outside resources. The model outlines ways to provide better instruction through a goal-based approach wherein local districts define philosophy and goals, assess needs, set priorities and devise evaluation methods.

The ERMA's three-circle process involves the local district, a field linker or facilitator and the resource base at the Department of Education. The school district in the first circle commits to change and sets up a simple cycle which involves broad representation in the district on a renewal council.

The linker serves as an advocate, a problem-solver and a connection with resources outside the district. The linker may be based in an educational service center, an intermediate district, a cooperative or at the State Department of Education.

The State Department of Education serves as the response or access system which locates and arranges for the use of resources which the linker funnels back into the districts. These include an information resource base for computer and manual searches, exemplary programs, human resources and communications skills training.

Material is being prepared for validating the ERMA project. Districts using the process found that commitment increased among those involved, that communications improved and most problems got solved at lower levels, that innovative programs worked better for both teachers and students when teachers were involved in program choices and that staffs increased their use of research and information.

assistance

"ERMA" Manual for Adoption; workshops.

contact for information

Dr. Patti L. Denney
Supervisor, Mastery Education
Columbus Public Schools
270 East State Street
Columbus, OH 43215
614/225-2704

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
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	Competencies with life role focus
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●	Computer support
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	Joint enrollment secondary/post secondary

Columbus Public Schools

situation

Urban Ohio district, now developing competency education and mastery testing program for all students, K-12; mathematics program for grades K-4 in operation for one year; entire program to be operational in 1985.

description

Directed by the Board of Education, the Columbus Public Schools are now developing a competency education and mastery testing program for all students, grades K-12. The first portion of the program began one year ago in mathematics for grades K-4, affecting 9,000 students in grades 3 and 4.

The foundation of the program is the graded Course of Study, a document adopted by the Board containing specific learning expectations for all students in all subjects at every grade level. The Course of Study reflects district goals to help each student become an independent learner, a competent producer, a thoughtful consumer, an active citizen and a self-sufficient person. The district is now developing specific objectives and tests to measure student attainment of objectives in reading, writing and mathematics.

Also under development are alternative instructional strategies for use with students who have not mastered the objectives. A resource book for teachers has been prepared, and an instructional kit is now being developed.

Inservice education is provided to teachers to aid them in teaching toward student mastery of the goals outlined in the Course of Study. Inservice focuses on alternative ways to teach for student mastery and provides sample test items that can be used to test mastery of objectives.

In its first year of development, efforts have been concentrated on identifying math skills in grades K-2; developing instructional objectives to measure attainment of those skills; developing test items for each objective; constructing a pilot test for third grade mathematics and administering, analyzing and revising the test.

contact for information

Dr. George W. Bailey
Superintendent
Adams County School Dist. #12
11285 Highline Drive
Northglenn, CO 80233
303/451-1561

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
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	Modularized curriculum
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	Community Involvement
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	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Adams County School District #12 4.20

situation

Metropolitan Denver, Colorado, district; 18,600 students, grades K-12; competency-based mastery learning education facilitated through systemwide goal-based planning and management by objectives approach.

description

In 1973 Adams County School District #12 began a continuing process to reorganize both administration and instructional curriculum into an integrated goal-based approach. This was done to achieve greater accountability in the community and to coordinate instructional efforts.

The district uses a totally goal-based management by objectives system. The highest priorities of the district focus on student achievement, but all aspects of the organization's management are encompassed in the system. The system includes a planning, budgeting and monitoring approach which focuses all efforts and resources on the achievement of district goals.

Every curriculum area includes program and learner objectives for every grade level and for every course. The curriculum is supported by a comprehensive staff development program which focuses on job-related skill development.

Teachers and supervisors are trained to focus on the teaching objectives and to provide feedback and assistance for improvement in students. The district expects specific outcomes in the classroom and has determined that the diagnostic-prescriptive approach to instruction is most effective. Student achievements are assessed by both locally-developed criterion-referenced tests and by a nationally-recognized norm-referenced test, the CTBS.

The district currently operates the total K-12 curriculum defined by objectives. During the past year, objectives for all senior high courses have been completed and the district has continued to develop staff teaching and supervisory skills.

assistance

"Mastery Learning Staff Development Models and Strategies," "The Development of a Management by Objectives System," "Education for Excellence: Master Plan for Curriculum and Instruction," other publications; consultations.

contact for information

Eugene Merkle
Northwest Allen School Corporation
13119 Coldwater Road
Fort Wayne, IN 46825
219/637-3181

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
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	Modularized curriculum
	Interdisciplinary curriculum
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	Computer support
	Data based program evaluation
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Community Involvement	
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	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Northwest Allen County School Corporation

4.21

situation

Year-old program of goal based instruction in reading, grades 1-6, and mathematics, grades 9-12; serves about 200 students in selected classrooms in metropolitan industrial area.

description

The Northwest Allen County School Corporation in 1980 began to use a mastery learning approach to instruction as a means to improve the district's instructional program.

A commercially packaged reading program, Exemplary Center Reading Instruction, is used on a voluntary basis by 10 teachers in reading classes, grades 1-6. In preparation, teachers attended a two-week seminar to receive training in mastery learning techniques. In addition, two teachers agreed to try the mastery learning approach in high school math classes, patterned after a program they observed in Denver, Colorado.

Current efforts are focused on planning toward installing a mastery learning program in mathematics in the elementary grades. Teachers using the approach report improved student attitudes and higher achievement than in previous years.

assistance

Site visits to observe the program and confer with staff are welcome.

contact for information

Robert Curtis, Assist. Supt.
Division of Instruction
South Bend School Corporation
635 S. Main Street
South Bend, IN 46601
219/234-8141

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
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South Bend School Corporation 4.22

situation

Urban district in South Bend, Indiana; 25,000 students, grades K-12; goal-based education in language arts, mathematics, science and physical education; language arts component in operation two years.

description

In response to the State Board of Education's mandate for goal-based education, the South Bend School Corporation has developed and implemented a goal-based approach delineating program goals, learner objectives and evaluation instruments for all students at all grade levels. The Phi Delta Kappa Model for Curriculum Development was used.

Learner outcomes have been identified in Language Arts, Mathematics and Physical Education for all grade levels by broad-based teacher committees, with input from all appropriate staff. Students must master "minimum critical skills" at each grade level.

Students are assessed by tests reflecting the minimal critical skills. Assessment instruments were developed by the Scholastic Teaching Service based on the locally-identified critical skills.

Diagnostic criterion-referenced tests are administered at designated grade levels. The senior level critical skills test is related to graduation requirements: any student failing all three minimum competency tests in reading, composition and mathematics will not graduate.

Recent efforts have focused on mathematics assessment and the identification of learner outcomes in science. The district last year developed the capability to score and analyze criterion-referenced tests on its own data base. Test results indicate the program is effective.

assistance

Grade level critical skills lists; student profile sheets; graduation requirements; analysis of test results; consultations.

contact for information

Dr. James W. Hanna
Washington School District
Elementary Education Park
801 E. Wheeling Street
Washington, PA 15301
412/228-7200

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
●	Competencies with life role focus
Instruction	
	Modularized curriculum
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	Data based program evaluation
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	Certifying students competent
	Joint enrollment secondary/post secondary

Washington School District 4.23

situation

Predominantly urban district in southwestern Pennsylvania, high density population area with employment in coal, iron, steel and glass industries; year-old competency based education program in all required subjects affecting all teachers and all 2,800 students, K-12.

description

The Washington Board of School Directors in August 1981 adopted a policy requiring students K-12 to achieve specific student outcomes or competencies, listed for each grade level. The long-term goals were to increase community involvement in education, to articulate the curriculum more clearly, and to state explicit expectations for receipt of a diploma. The action was designed to align the curriculum with expectations of staff, students and the community.

Applying knowledge to life skills is a key aspect of the program, which delineates student outcomes deemed minimal to earn a diploma. In the sequence of outcomes, support (enabling) outcomes are listed leading to terminal (exit) outcomes. The process of establishing district outcomes was designed to get people to think and talk about outcomes of education, to establish base requirements, to design criterion-referenced tests to measure outcomes, to reward students for achievement and to plan for review and renewal.

Criteria and instruments have been designed for assessing all exit and enabling outcomes. This information has been collected in a document which has the potential to become a district-designed achievement test.

A record-keeping system listing the expectations and providing a place for teachers' signatures and dates has been designed. A certificate of completion that identifies outcomes achieved is presented to students.

Recent attention has been directed toward refinement of assessment criteria and instruments. Some evidence has emerged that students are achieving district-designed outcomes.

assistance

Printed materials and consulting assistance, according to district resources.

contact for information

Al Beeler, Principal
Glenwood City Middle/
Senior High School
Highway 170
Glenwood City, WI 54013
715/265-4266

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
●	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
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	Joint enrollment secondary/post secondary

Glenwood City Middle/ Senior High School

4.24

situation

Rural district in agricultural area of northwest Wisconsin; 800 students in grades K-12; continuous progress program in all subjects for 500 students, grades 6-12; in second year of full operation.

description

The Glenwood City Middle/Senior High School locally developed its continuous progress curriculum at the instigation of the principal. The program is based on the theory and concepts developed by the R & D Center at the University of Wisconsin at Madison. A North Central review for accreditation served as catalyst for teacher review and modification to the new curriculum.

The continuous progress curriculum includes course goals and objectives for all academic subjects in grades 6-12. Courses are broken down into three- to five-week units, and students meet specific sequenced objectives for each unit in each class. Students must meet all unit objectives for all courses at each grade level before moving to the next. To graduate, students must complete all course and unit objectives specified for grade 12 in the curriculum.

Instruction is individualized and students move through individual programs of curriculum materials at their own rates. Students who complete unit objectives early are given supplemental instruction within that unit and wait to move to the next unit with the rest of the class. Students indicating need receive remedial instruction. All students are assessed through standardized tests, and parents receive a standard report card of student progress.

Recent work has concentrated on the development of a social studies curriculum for grades 6-9. The district is also developing its own individual departmental tests reflecting curriculum objectives which will replace the standardized tests now used.

assistance

Curriculum objectives; consultations/workshops on the development process.

contact for information

Dr. Daniel Kalish
Assistant Superintendent
Lakewood Public Schools
1470 Warren Road
Lakewood, OH 44107
216/529-4094

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
●	Course goals
●	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
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	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Lakewood Public Schools 4.25

situation

Competency based language arts (grades 1-12) and math instruction (grades 1-9) for all 8,000 students in suburban district; begun in 1979.

description

After the School Board asked an advisory committee composed of students, parents and professionals to study ways to improve and update the Lakewood curriculum, it became apparent that measurable progress along the lines of an objective-based testing model would be a positive change. The intent was to approach the curriculum in a more scientific manner, and community support for the streamlining effort was strong.

Sequenced program objectives and testing instruments were designed by staff groups and made available to all schools in the district.

Students are given a minimum competency test, provided with remediation if needed, and tested again. Mastery of objectives is not tied to promotion or retention. This takes place three times during the school year in both language arts and mathematics.

The community is actively involved in the program review process. Current efforts are directed toward restructuring objectives and test instruments and including writing objectives at the secondary level.

assistance

Examples of objectives and test items; consulting assistance in development.

contact for information

Dr. Ralph Brewer
Mississippi State
Department of Education
P. O. Box 771
Jackson, MS 39205
601/354-6969

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
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Mississippi State Department of Education

4.26

situation

State Department of Education now developing unit objectives, mastery learning approach to be used statewide for all 500,000 students, grades K-12, in all subjects; management information system.

description

When the Mississippi Legislature passed the Educational Accountability Law in 1975, it required that schools begin to "provide meaningful information to the public" about what they were teaching children. The law required that each school district set instructional goals and install an instructional management system. Rather than placing the onus on each student to perform, the law placed the burden upon the schools to raise student proficiency in all subject areas.

Over the last several years, schools in Mississippi have been setting their own goals. Each school draws up a list of learner objectives, and because every teacher is involved in the process, a feeling of ownership helps make the program succeed.

Those drawing up objectives think about their task in relation to three questions: What do we teach? How do we teach it? How do we evaluate it?

Staff development, mostly in the form of training workshops, has been central to Mississippi schools' compliance with the law. Even more extensive teacher training is planned for the future. By September 1984, each school's learner objectives will be evaluated as part of school accreditation assessment.

California Achievement Test scores have risen each year for the last several years, and this rise is credited at least partly to the evolution of the goal based program. Current efforts focus on program description and the development of learner objectives.

contact for information

Donald B. Sension
Director
Hopkins Public Schools
1001 State Highway 7
Hopkins, MN 55345
612/933-9230

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
●	Course goals
●	Unit objectives
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Hopkins Public Schools 4.27

situation

Metropolitan district in suburban Minneapolis; approximately 8,000 students grades K-12; goal-based program in operation 12 years for all students in math, science, social studies, language arts; computerized assessment of student achievement levels.

description

The Hopkins Public Schools in 1970 began its program of goal-based education with the institution of computer-assisted instruction based on a project developed at Stanford University.

The curriculum is objectives-based in most subject areas. Learning objectives in math, science, social studies, English, reading and music have been identified for all grade levels and tests have been devised to assess student achievement of those objectives.

The district uses a computer-based Comprehensive Achievement Monitoring System (CAM) to monitor student performance on specified objectives. Students in grades 2-12 are tested regularly, usually every two weeks, to determine progress. Tests include core objectives (what students are supposed to know at a given level), enrichment objectives (those objectives not all students may know), and curriculum objectives (what will be taught). Tests indicate student strengths and weaknesses and provide teachers with information about how to tailor instruction for individual students. Tests are processed by the computer, and students receive copies of test results. Teachers receive printouts noting both individual test results and cumulative student progress records. The CAM frees teachers from time-consuming recordkeeping.

Use of the CAM is facilitated by a district Evaluation Center which aids in the development of instructional materials and ways to refine the processing of data.

Student achievement levels and attitudes toward learning have improved. The district has recently implemented CAM on an Apple II microcomputer for use at the school building and/or classroom level.

assistance

Workshops; computer software, user guides, objectives and test item packages may be purchased.

SECTION 5.
Adult Education Programs

contact for information

John Boulmetis, Coordinator
Adult Education M.A. Program
University of Rhode Island
701 Chafee Building
Kingston, RI 02881
401/792-2424

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
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University of Rhode Island/ Adult Education M.A. Program

5.1

situation

Graduate program in adult education at the University of Rhode Island; 60-75 students; competency-based program in operation four years.

description

The University of Rhode Island adopted a competency-based approach in its Adult Education Master of Arts Program to meet student needs and to reflect faculty interest in student mastery of material.

The emphasis in the program is on individualized learning. Students receive instruction that is tailored to individual professional and career needs.

Graduate work in adult education is competency-based. Students are expected to master set levels of competence in defined skill areas while going through the program.

Course work emphasizes experiential learning. Students are expected to bring life experiences into the classroom where instruction is reality-based for immediate use by students.

The program's recent emphasis has been in the identification of learner competencies.

assistance

Technical assistance in task analysis, competency-based curriculum design, assessment and program planning.

contact for information

Elaine Shelton, Manager
APL 3-D Project
University of Texas
Education Annex S-21
Austin, TX 78712
512/471-4623

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
●	Competencies with life role focus
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	Interdisciplinary curriculum
●	Experiential learning
●	Individualized learning plans
	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
●	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

Adult Performance Level Project/ University of Texas at Austin

5.2

situation

Competency-based instructional systems for adult education; two forms, one leading to high school diploma; result of research and development funded since 1971 by the U. S. Office of Education; project is part of the College of Education of the University of Texas at Austin.

description

The APL Curriculum and the APL High School Diploma Program were developed as competency-based alternatives to adult education. Both programs include methods to assess student needs, and instructional activities based on specific competency objectives identified by APL research. Each can be a separate program or can be integrated into already-established subject areas within other programs.

In both systems, curriculum competencies are defined in the eight APL skill areas of reading, writing, speaking, listening, viewing, computation, problem-solving and interpersonal relations as they are applied to the five APL content areas of Consumer Economics, Occupational Knowledge, Health, Community Resources and Government and Law. Students are assessed and placed in the APL Curriculum in whichever areas they have demonstrated a weakness.

Students learn through life skills activities, series of tasks based on the APL objectives and covering all APL content and skill areas. Each task calls for the logical use of multiple skills in the same manner that solving a real-life problem does.

Using the APL Curriculum, the APL High School Diploma Program leads students to a regular diploma from a local high school. To receive the diploma, students may choose individualized competency assessment in one of three areas: Occupational/Vocational (possessing a marketable job skill); Postsecondary Education (ability to be accepted by a college or vocational school); or Home Management/Maintenance (demonstrating skills as judged by a professional in the field).

The APL Project is now working to disseminate the program nationwide.

assistance

Brochures are available; materials may be purchased; will provide training and technical assistance toward program implementation.

contact for information

Lillian Cady, Director
Professional Education
Office of Supt. of Public Inst.
7510 Armstrong
Tumwater, WA 98504
206/753-1031

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
Assessment	
	Criterion referenced tests
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	Grading system other than A-F
	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
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	Learning sites for students
	Certifying students competent
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Washington State/Office of the Superintendent of Public Instruction

5.3

situation

Statewide program establishing standards for preparation and certification of all certificated personnel; competency-oriented program affects all persons seeking certification as teachers, administrators or education specialists; in operation since 1968.

description

Washington State initiated competency-based teacher education 13 years ago because of the belief that an "outcome-oriented" approach would increase the probability of competent certificated personnel. The training program addresses pre-identified outcomes or competencies.

Preparation programs for certificated personnel are developed by a consortium of agencies: a college/university, a school district and a local collective bargaining unit or the relevant specialized association (for example, the Washington School Counselor Association if the program is in counselor education).

The State Board of Education has identified four components to be included in professional training programs: Academic (specified credit hours and/or degrees); Experiential (specified field experiences: observations, student teaching, etc.); Generic Standards (general and role-specific generic areas of knowledge identified by the State Board); and the Program (a planned sequence of study in a State-Board-approved program).

Two levels of certification must be completed. The first certificate or initial level follows completion of requirements prior to practice (for teachers this is a baccalaureate degree and the approved teacher education program). The first certificate is valid for no more than seven years. A continuing certificate must be earned by completing 45 quarter hours of upper division and graduate work subsequent to the first year of practice and by completing three years of satisfactory experience in the specific role. The continuing certificate is valid on a continuing basis unless the individual leaves service for more than seven years.

The development of training programs that comply with the latest standards adopted by the State Board in May 1978 has been emphasized in the past few years.

assistance

Consultations, materials.

contact for information

Deborah Gunn
Clearinghouse on Adult Educ.
Development & Dissem. Branch
U.S. Department of Education
Washington, DC 20202
202/245-9751

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
●	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
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	Continuous progress
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	Criterion referenced tests
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	Goal based planning
	Participatory management
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	Computer support
	Data based program evaluation
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	Regular reporting of program performance
Community Involvement	
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Clearinghouse on Adult Education/ U.S. Department of Education

5.4

situation

National information resource and referral center on adult education; part of the Development and Dissemination Branch, Office of Vocational and Adult Education, U.S. Department of Education.

description

The Clearinghouse on Adult Education is a new component of the U. S. Department of Education Office of Vocational Adult Education, a national agency offering federal assistance to state and local adult education programs. The Office has been involved in competency-based adult education since 1974.

The Clearinghouse provides referral services, putting people in touch with other organizations, information systems, programs and individuals using competency-based approaches to adult education.

Information collection and dissemination are included in the Clearinghouse activities. Materials are selected and reproduced for mailing to those working in adult education; and information on available resources is distributed via catalogs, resource guides and directories.

Staff members will provide personal assistance via telephone, conferences, program visitations and occasional papers.

contact for information

Dr. Jeff Lee
Associate Professor
Education Department
Francis Marion College
Florence, SC 29501
803/669-4121

program highlights

Goals, Objectives, Competencies	
●	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
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	Computer support
	Data based program evaluation
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	Joint enrollment secondary/post secondary

Francis Marion College 5.5

situation

Located in rural South Carolina region that includes 14 school districts; college-sponsored program to train educators in mastery learning techniques for use in basic skills areas; under development two years.

description

Francis Marion College two years ago began developing a program to train educators in mastery learning techniques and provide them with ways to increase student achievement in local schools. The program has been developed primarily for secondary education personnel in the subject areas of science, math, English and social studies.

The program will train principals to train teachers, based on initial training programs with high school department heads in the four subject areas.

Program content centers around concepts of mastery learning, particularly those pertaining to effectively dealing with basic skills deficiencies. Principals will learn to use materials that are developmental and sequential and to use those materials to train staff members. Principals will be trained in the same manner in which they train staff members.

The training program itself will consist of sequenced mastery units that can be used to train teachers at all levels.

assistance

Upon program completion, aid to middle, junior and high school teachers in preparing materials in the four subject areas and aid to administrators in implementation of goal-based programs.